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EDITORIAL NOTES

GEORGE HERBERT LOCKE

IN the Charlottenberg Oberrealschule, one of the educational show places of Germany and perhaps the best of the new modern schools, each of the last six divisions of the school contains fifty-six boys and each of the first ten divisions works in school with a master thirty-five hours a week. In English secondary schools the proportion of boys to a master is about twenty to one and the average number of hours in school is fifteen.

Judged by the number of pupils per thousand inhabitants receiving secondary instruction the United States stands first with 8.6 per thousand, Wales next with 5.3, then Prussia with 4.9, and France with 4.7.

ON August 1, 1896 a fourth year was added to the course of study in the high schools of New York state. Statistics for the year ending June 30, 1900 show that about 26 per cent. of all the students attending these schools now complete four-year courses of study. When the standard allowance from the actuaries' tables for loss by death and from available statistics for loss through failure of promotion from illness and other causes is made it is found that in 1900, 133,367 children could have been enrolled in the secondary schools while 79,365 or 59.5 per cent. were so enrolled. The corresponding percentage for the elementary schools was 79.5. These are interesting figures and may help to lay the ghost of "only 4 per cent. of our pupils in secondary schools."

MR. L. D. HARVEY's biennial report on education in the State of Wisconsin is a valuable contribution to educational literature. Mr. Harvey is a man of many interests under the great general title of education and his account of what is being done in his state is very interesting and suggestive. As the interest of our readers is primarily in secondary education we notice that there are 219 free high schools in Wisconsin of which 163 have courses extending over four years and 56 over three years. The state grant for aiding high schools has been doubled and this material aid has been wisely distributed among the weaker schools. Very much is written in regard to the many changes that take place in the teaching staff of our high schools and an examination was made in this state to determine the changes in the high-school teaching force occurring during the period from 1896 to 1900. Of the principals who were employed in 1896, 81 per cent. were employed in 1897, 71 per cent. in 1898, 51 per cent. in 1899, and 38 per cent. in 1900. Of the assistants who were employed in 1896, 68 per cent. remained in 1897, 50 per cent. in 1898, 37 per cent. in 1899, and 24 per cent. in 1900. This does not

mean in the same school but in all the high schools of the state. Mr. Harvey gives the following advice to school boards: "no person should be allowed to teach in a high school who has not had professional training, or in lieu thereof, such successful experience as has developed professional skill." The last clause in this sentence is worth noting. We are so accustomed to the bald term "experience" that it is noteworthy when we have a sound definition of what *kind* of experience is desired. Mr. Harvey goes on to say that "the teacher whether in high school or elsewhere who combines professional skill in teaching with knowledge of the subjects and true nobility of character is the one who should be sought whatever salary may be necessary to secure him. The training of men and women is too important a matter to be entrusted to those who have thought only of a mastery of the subjects found in the curriculum." The office of inspector of high schools has been found of great value to the schools of the state.

ILLINOIS is fortunate in the reelection of Mr. Alfred Bayliss as Superintendent of Public Instruction. His energy has been remarkable and, best of all, it has been wisely directed. A very good illustration of this is found in an interesting little pamphlet just issued entitled "Facts and Figures Relating to Common Schools in the State of Illinois, 1901." In this he has condensed the valuable portions of a large report, but instead of dry statistics and rows of figures he has clothed these with the form of a personal talk to those who are supposed to be interested in the progress of education in the state. The results of his investigation into the workings of the consolidation plan in Ohio for rural schools occupies a chapter and he tells us that legislation is now being asked for in this state. The chapter on High Schools is especially interesting to readers of this journal because of the investigation made last year by Mr. H. R. Corbett into the provision for rural pupils. We reproduce it here:

There are but 324 high schools in Illinois. Ten counties have none. Less than 40,000 of the 958,422 children enrolled were in the high schools last year. I shall not stop to discuss the value of the high school. The high school comes with the great economical revolution in the midst of which we live. It is the product of no man's theories. The conditions of modern life are such that no system of common schools can be "thorough and efficient" without it. *It has come to stay.* It is as necessary as its influence is benign.

Why, then, should the opportunities it affords be provided free for one half the children and denied to the other half? What has the farmer's child done that he should not be equally favored by the schools? To ask these questions is to suggest the only answer. "Those who live in the fields are as deserving of the best there is in education as those who dwell beside the asphalt." The country youth is entitled not only to as good a school, but to as *much* school as his city neighbor. How can it be equitably provided? The township high-school law, passed twenty-one years ago, even as amended, cannot be pronounced a success — without reservation. About twenty excellent schools are organized under it, but they are nearly all located in centers of population — cities of considerable size where the people have noted its

advantages. The communities for whose benefit it would appear on its face to have been made do not, perhaps could not economically, use it. Evidently some other way must be provided for him, or the country boy must continue to halt at or near the eighth grade, or find his own way to pay for his tuition through the high school. This is the law. But it is not equity, any more than it is consistent with the idea of a free state university.

I suggest and recommend legislation providing essentially as follows: Whenever a pupil has completed the course of study through the eighth grade, and has received the county superintendent's certificate to that effect, and when there is no high school in the district in which he resides, he shall be entitled to attend the nearest accredited high school free of all charge or tuition. The board of education having control of the high school thus attended to be authorized to collect, and the proper township treasurer to pay the tuition, charging the same to the district in which said non-resident pupil lives, if in the same township, or to the township fund, if he lives in another township. Or, and better, an appropriation might be made available, from which such non-resident tuition in high schools should be paid by the state at large. The essential thing contained in this recommendation is to open a door of a high school *somewhere* to every boy or girl who aspires to enter it, throughout the length and breadth of the State of Illinois. The high schools thus authorized to receive non-resident pupils should, of course, be inspected and approved by competent authority. A moderate use of state aid might well be made a means of bringing the high schools of smaller communities up to a recognized standard.

A bill to this effect has been introduced. It is House Bill No. 9, and Senate Bill No. 88. I hope you are for it, at least as a temporary expedient, pending the time when we shall have high schools in the country quite as generally as in town. For the thing to be desired is a high school within reach of every farmer's boy and girl, giving them just as high quality of instruction in mathematics, science, language and literature as the city high school gives, but so carried on as to lead them to see that mind is the dominant factor in successful agriculture quite as much as in any other vocation. It has been demonstrated at least once in Illinois, that the right kind of a high school in a progressive farming community can be so conducted as not only to pay for itself, but to so affect the farming that the increased income from a single farm product would *pay all the other taxes of the township*.